**September 7, 2011**

**Data Wise Team**

**Hopes and Fears Protocol**

**Fears**

* Invest a lot of time and energy in studying the process and not change any classroom practice.
* Have all this data, get all this knowledge, and we won’t do anything with it.
* Re-creation of work, without improvement or change.
* Wrapped up daily work, can’t get the process to use in the classroom.
* Don’t gel together as a team, go through the motions, but don’t move forward with energy and passion.
* Focus on the wrong data or wrong information, can’t see where we need to make change.
* Are we collecting data that is really important? What might we keep, drop, create in terms of data collection?
* As a team we don’t communicate well enough that the action plan/data wise process is not implemented out in the buildings.

**Hopes**

* Use data to help the 80% in the middle, not just focus on the intensive, strategic, and gifted students.
* Have a system in place in the district so that we can look at how we are doing, schools can look at how they are doing, grade-level teams can see how they are doing, all the way down to the individual student – using the same process. Structured and unified way of looking at data.
* Use data to show a profile of a student for a teacher that doesn’t know who that student is, so teacher can see a picture of that student “right now” and provide opportunities for growth for that student.
* Teacher comes up with profile themselves from looking at the data.
* Special education staff be able to utilize the data to drive IEPs that are being written, better meshing for students as we move forward.
* Our group can become the experts in data and profoundly impact how teachers access, interpret, and act on data to impact classroom instruction.
* We can be effective coaches for administrators to use data. For teachers as well.
* Ongoing professional development for teachers so that they can have comfortable access to data at all times at their desk and don’t have to wait for access from principal or someone else.
* Stay with the process long enough that we, as a group, become comfortable and confident in using it so that we can use district data to paint the picture of MCPS. I’m the only person I can change.
* Uniting PLC work that increases performance for students by empowering teachers to change instruction.
* Use data to drive what we do in professional development so we can support classroom teachers and administrators.
* Share with teachers that data is not just the MAP test or stuff that has graphs, but many forms of data (e.g. pre-assessment, formative assessments) – much broader definition than tests paid for by the district.
* Perception that assessment is summative, mind shift that data is formative and can be used formatively.
* Data will drive the restructuring of the system, especially special education services (long-range goal).